

Problems Faced by Teaching Programme in Nigerian Public Tertiary Institutions and way Forward

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Abstract: *Teaching programme is one of the cardinal goals of the tertiary institutions. It is a programme that is used to measure the performance of tertiary institutions. Teaching programme implementation is faced with many implementation problems. This paper examined the problems hindering effective implementation of teaching programme in the Nigerian tertiary institutions. Secondary data and primary data were used in the paper. The data were sourced from both print and online sources. This paper identified inadequate funding, shortage of infrastructural facilities, shortage of academic staff, high student-lecturers ratio, corruption, unstable academic calendar, poor staff development programme, brain-drain and ineffective supervision as problems hindering effective implementation of teaching programme in the Nigerian tertiary institutions. To address these problems, this paper recommended that the government should among other things increase the funding of tertiary education. The government should be implement the UNESCO 26% budgetary allocation recommended annually for education.*

Keywords: *Funding, Tertiary Institutions, Problem, Universities.*

Introduction

Teaching programme is the first cardinal programme of the tertiary institutions. The tertiary education that is viewed by Federal Republic of Nigeria in her national policy on education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (FRN, 2013). Scott, (2005) defined tertiary institution or higher education has been described as the system that provides post-secondary school courses and also engages in research.

The national policy went further to outline the goals of Tertiary Education shall to include: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship,

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entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013). For Ojo (2007) the following are the objectives of tertiary education: enculturation and progressively equipping the individual, the socio-cultural skills that should enable one to fit neatly into one's immediate society; acculturation, progressive exposure to outside influence from which one can intelligently borrow to expand the horizon provided by one's immediate

Society; intellectual skill acquisition, for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means; affective traits development, progressively improving on the imbibe attitudes, values, and other behavioral traits that facilitate one's relationships with fellow human beings as well as one's capacity for continuous self-employment; manipulative and psychomotor skills development, progressively awaking the physical powers of the individual, and progressively working towards a perfect coordination of activities of the body with those of the mind; inculcation of lifelong learning skills (also called learning-to-learn skills), a constellation of activities, habits, mind-set, etc that predispose one to develop the spirit of inquiry and a perpetual thirst for knowledge.

Tertiary Educational institutions are saddled with the three cardinal programme which include teaching programme, research programme and community service programme. Teaching programme is one of the most important programme of the tertiary institutions. Teaching programme is one of the indicator used to measure the standard of tertiary institutions. Teaching is a process in whereby professional individual carry out instruction to the students with the aims of modifying their behaviors. Teaching is a systematic act that involves imparting instructions to the learners in the classroom situation either in basic school, secondary school and tertiary institutions. *Teaching* programme is an organized process of attending providing services to the learners. *Teaching* programme is the act the giving instruction in a basic school or a secondary school or in a university. Teaching programme constitutes the teachers, students and teaching and learning resources. The teachers' qualifications, experiences and leadership skills matters in the implementation of teaching programme.

The teaching programme in the Nigerian tertiary institutions are faced with challenges. These challenges are hindering the effective implementation of the teaching programme. This paper examines the problems hindering the effective implementation of teaching programme in the tertiary institutions in Nigeria.

Problems facing Teaching Programme in Tertiary Institutions in Nigeria

There are many factors responsible for poor implementation of teaching programme in Nigerian tertiary institutions. Some of them include; inadequate funding, shortage of infrastructural facilities, shortage of academic staff, high student-lecturers ratio, corruption, unstable academic calendar, poor staff development programme, brain-drain and ineffective supervision.

Inadequate funding

Inadequate funding of tertiary institutions is a major problem affecting the implementation of teaching programme. Teaching programme required a lot of financial resources for its implementation. It is unfortunate that budgetary allocation for the tertiary institutions in Nigeria is inadequate (Ogunode, Yiolokun, & Akeredolu, 2019). Daniel-Kalioi (2019); Viennet, & Pont (2017) and Ogunode (2020) noted that inadequate funding is one of

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the major problems facing the administration of public universities in Nigeria. The budgetary allocation for the administration of public universities in Nigeria is not adequate to implement the programme of universities in Nigeria. The university system requires a lot of funds for effective administration to be able realized it goals. The annual budgetary allocation for the administration of universities in Nigeria is grossly inadequate. Ogunode & Madu (2021) lamented that in 2010, 2011, 2012, 2013, 2014, 2015 had N293 bn (7.19%), N393 bn (9.31%), N453 (9.15%), N499 (10.15%), N494 (10.54%), N434 (10.71%) and 2016, 2017, 2018, 2019 and 2020 with N4.31 (7.52%), N551 (7.41%), N605.8 bn (7.04%), N620.5 bn (7.02%) and N671.07bn (6.7%). The inability of the federal government to stick to the UNESCO 26% of national budget for education is affecting the management of Nigerian universities (Ogunode& Abubakar, 2020). The poor funding of public universities in Nigeria is responsible for the poor quality of education and decay infrastructural facilities. The factors responsible for inadequate funding of public universities in Nigeria according to Ifeanyi, Ogunode, & Ajape (2021) and Ogunode, Abubakar & Ajape (2021) include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the public universities include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action.

Shortage of Infrastructural Facilities

Infrastructure facilities are very important resources for the implementation of teaching programme. Facilities aid the lecturers to teach well and the students to learn well. Infrastructure facilities that has been described by Ogunode & Agwor (2021) as school infrastructural facilities as a social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasia, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Students' hostels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities. Ebehikhalu, & Dawam (2016) and Ogunode (2020) observed that many public universities in Nigeria do not have adequate infrastructural facilities. Ogunode & Abubakar, (2020) submitted that many public universities in Nigeria do not have adequate lectures halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and para-venture they have one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostels accommodations. Ogunode (2020 and Ishaya & Ogunode, (2021) opined that the factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructural facilities in the Nigerian public universities include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls.

Shortage of Academic Staff

Adequate lecturers are key to successful implementation of teaching programme. The teaching programme will realize its objective under the atmosphere of conducive teachers-students' ratio. Ogunode, Ahmed, Gregory, & Abubakar (2020) also observed that teachers are fundamental to effective delivering of teaching programme in the educational institutions. Academic staff that was described by Ogunode & Adamu (2021) as the teaching staff in the higher institutions. Academic staff are the implementer of the school curriculum and lecture presenter. Academic staff are the teachers and deliver of instruction in the higher institutions. Academic staff are the knowledge and character builder imparter in the higher institution. The academic staff are the engine room of the higher institutions. They are the pillar and foundation of the higher institutions. NEEDS, (2014); Afolabi, & Ogunode (2021) and Ogunode & Adamu (2021) submitted that many higher institutions do not have adequate lecturers to deploy for teaching in the various institutions. The shortage of lecturer is responsible for the poor quality of teaching and learning in most Nigerian higher institutions. Ogunode & Adamu (2021) identified; inadequate funding, lack of strategic manpower planning, brain-drain, poor motivation, unconducive working environment and corruption as the reasons for shortage of academic staff in the Nigerian higher institutions. Ogunode & Adamu also identified; low productivities, poor quality of teaching, overcrowdings, poor quality of education as the effects of shortage of academic staff in the Nigerian public higher institutions. In order to solve this problem identified.

High Student-Lecturers Ratio

The high student-lecturers ratio in many Nigerian public universities is that problem hindering effective implementation of teaching programme. National Universities Commission Benchmark Minimum Academic Standards (BMAS) of (2007) stipulated that the teacher/students ratio: 1:20 for science; 1:15 for Engineering and technology; 1:10 for medicine, veterinary medicine and pharmacy, 1:15 for agricultural and environmental sciences and 1:30 for education, management science, social sciences, law and arts for all universities in Nigeria. Ogunode (2020) observed that even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of teaching programme of tertiary institutions in Nigeria. NEEDS (2014) and Ogunode & Adamu (2021) stated that the high student-teacher ratio in the tertiary institutions in Nigeria is a challenge to effective implementation of teaching programme. The NEEDS report revealed an unmanageable lecturer-to-student ratio. For example, at the National Open University the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. Ogunode & Adamu (2021) observed that the shortage of academic staff in the Nigerian institutions in Nigeria is responsible for the faculty-to-student ratio and poor implementation of teaching programme.

Corruption

One of the major problems facing the implementation of teaching programme in tertiary institutions in Nigeria is corruption (Ahaotu & Ogunode 2021; Ogunode, 2021). Madaki, (2019), stated that education in the Nigerian state has faced terrible challenges occasioned by

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corrupt practices. This corruption has penetrated all educational institutions, the higher education is inclusive (Ololube, 2016; Godwin 2018; Ogunode & Abubakar 2021). Ahmodu, & Sofoluwe, (2018) observed that Nigerian universities have now become an ivory tower in the throes of corruption scandals where things are no longer at ease, corruption allegations mounted on top officials of the Nigerian Universities are fingered in financial offensiveness and maladministration. The forms of corruption among lecturers according Chinyere, & Chukwuma (2017) included demanding a tremendous amount of money, sex from students for high grades, etc. Among non-teaching staff, Chinyere, & Chukwuma identified monetary extortion from students before they see their results, demanding of money from unsuspecting parents in the guise that they are lecturers with a promise to secure admission for their children/wards, they also act as agents for lecturers, receiving money from students for higher grades after examination. Godwin (2017) and Okobi, (1997) observed that the following forms of corruption are common in most tertiary institutions in Nigeria: examination malpractice, admission racketeering, hostel profiteering, extortion of the students, abuse of office, sorting, forgery of certificates and statements of results, sexual harassment and immorality, embezzlement of funds, godfatherism, corruption in recruitment and promotion of staff, placing government's or management's machinery at the disposal of a particular student to win election during students' politics in the campus. Ogunode & Fortune (2021) concluded that the effects of corruption on the public university administration in Nigeria include the poor quality of education (teaching and learning), reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, resources wastage, increase in administrative cost, hampering development of public universities and resulting to poor image of public universities in international communities.

Unstable Academic Calendar

Unstable academic calendar of tertiary institutions in Nigeria is affecting the implementation of teaching programme. Tertiary institutions operates on planned academic calendar which specifies the academic session, terms and weeks that school will open for teaching and learning. Scheme of work and syllables are there to be covered within the school calendar. Theses academic calendar and programmes of higher institutions are poorly implemented due strike action caused by different union groups which is unhealthy for the development of higher education because, teaching and learning and other academic activities are intermittently disrupted. The reasons for the strike actions by different union groups according to Ogunode (2020) and Ogunode, Ahme, Gregory & Abubakar include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working condition. The implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria. Ahamed & Ogunode, (2020) identified the effects of strike actions on the Nigerian higher institution to include; unstable academic programme, reduction in quality of education, responsible foreign education, capital flight, learning of foreign culture, brain-drain, social vices among students and resources/educational wastage.

Poor Staff Development Programme

Poor staff development building of academic staff in majorities of public higher institutions is also hindering the development of teaching programme. Ogunode, & Oluseun, (2020) opined that the importance of a professional development program for academic and non-academic

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staff cannot be overstated. Professional development program helps academic and non-academic staff to increase their knowledge and skills. Kulkarni (2013) suggested that training and development programs were key to improved employees' performance at work, updating their knowledge and improving their personal skills and development. Ogunode, & Oluseun, noted that the professional development program is aimed to improve the capacity of the academic and non-academic staff of the universities. Peretomode and Chukwuma (2010) opined that lecturers need to move with the times and stay up to date with the trends of knowledge development in their discipline so as not to fall behind and be made redundant. The ultimate goal of self-development is the improvement of an individual's job satisfaction and the optimization of skills, talent and task accomplishment. Peretomode and Peretomode (2001) identified the benefits of training and development of lecturers such as an increase in knowledge and skills, and the development of a positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, instill sense of belongingness, reduce absenteeism and turnover rate among lecturers, and, importantly, lead to better coordination of both human and material resources within institutions of higher education. In Nigeria, the professional development of public higher education institutions is facing many challenges (Ogunode, & Oluseun, 2020). Ogunode, & Oluseun identified inadequate funding, lack of Strategic Plan on Human Resources Development, institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programme as the challenges facing the administration of professional development programme in the Nigerian higher institutions.

Brain-drain

The mass movement of academic staff from public higher institutions in Nigeria is affecting the implementation of teaching programme. Ogunode (2020) viewed brain-drain as the mass movement of professional from developing countries to the developed countries for greener pasture. Members of academic staff are among the most moved professionals. The Academic Staff Union of Universities (ASUU) warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. Former President, academic staff union of universities (ASUU), observed that Ethiopia recruited 200 professors from Nigeria while South Africa, Ghana, Egypt, etc have a sizeable number of Nigerian professors. He submitted that in 2006, Ethiopia engaged the services of 600 professors (Tribune Online 2020). Ogunode & Atobauka, (2021); Ogunode (2020) listed some factors responsible for Brain-drain in the Nigerian public universities to include; poor motivation, unconducive working environment, insecurity, underfunding and political interferences. The implication of brain-drain in the Nigerian public universities include; shortage of lecturers, poor quality of education and high student-teacher ratio.

Ineffective Supervision

Edokhamhen & Ogunode (2020) observed that ineffective supervision is also responsible for poor teaching programme in higher institutions in Nigeria. The Nigerian government, in bid to ensure effective supervision of teaching programme in the higher institutions, established the following agencies: universities are supervised by the National Universities Commissions, while colleges of education are supervised by the National Commission for Colleges of Education (NCCE). The National Board for Technical Education (NBTE) oversees polytechnic education. These commissions are responsible for policy decisions affecting institutions under their supervision, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding,

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appointment of members of governing councils, and the day-to-day running of the institutions (NEEDS, 2014). Ehichoya, & Ogunode (2020) noted that these supervisory agencies of higher institutions have not been effective in supervision of teaching programme at the various higher institutions due to many challenges that include underfunding, shortage of staffers, weak leadership and internal problems. The inability of these supervisory agencies to effectively supervise the activities of the higher institutions is one of the factors responsible for poor teaching in the higher institutions in Nigeria.

Way Forward

1. The government should increase the funding of tertiary education in the country. There should be committed effort by the governments (federal and states) to promote education through prompt financing in order to meet UNESCO's budgetary recommendation of 26% of annual budget.
2. Federal and State Governments should embark on massive recruitment of academic staff in all the higher institutions in the country to cover up the gaps created in the teacher-students ratio.
3. The governments should provide adequate infrastructural facilities to all the tertiary institutions in the country especially the universities. This will aid smooth implementation of teaching programme.
4. Government at all levels should intensify effort to fighting all forms of academic corruption in tertiary institutions in the country by ensuring that the school administrators and anti-corruption agencies are working in collaboration.
5. The government should implement all agreement reached with different union groups in the tertiary institutions. This will help to reduce the strike actions affecting teaching programme of tertiary institutions in the country.
6. The government should motivate all academic staff in all the tertiary institutions in the country. This will help to reduce the rate of brain-drain in the country.
7. The government should strengthen all the agencies in charge of supervision of tertiary institutions. This will help to improve the supervision of tertiary institutions. Higher institutions administrators should also put measures down to ensure internal supervision of teaching programme in their respective schools

Conclusion

Teaching programme is very important to the development of tertiary institutions. Teaching programme is one of the cardinal goals of the tertiary institutions. It is a programme that is used to measure the performance of tertiary institutions. Teaching programme implementation is faced with many implementation problems. This paper examined the problems hindering effective implementation of teaching programme in the Nigerian tertiary institutions. This paper identified inadequate funding, shortage of infrastructural facilities, shortage of academic staff, high student-lecturers ratio, corruption, unstable academic calendar, poor staff development programme, brain-drain and ineffective supervision as problems hindering effective implementation of teaching programme in the Nigerian tertiary institutions. To address these problems, this paper recommended that the government should among other things increase the funding of tertiary education. The government should be implement the UNESCO 26% budgetary allocation recommended annually for education.

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